



Blackwater State High School

Assessment Policy

Purpose of assessment at Blackwater State High School

The primary purpose of assessment is to improve student learning.

Blackwater State High School uses assessment to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

Blackwater State High School requires teachers to utilise assessment for the following purposes:

Assessment *for* learning: monitoring student knowledge and skills through standardised assessment such as NAPLAN.

Assessment *as* learning: used to reflect and monitor progress through ongoing observation, discussion and formative assessment.

Assessment *of* learning: summative assessment, completed during or at the end of a unit of work to assist teachers to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards.

Assessment for learning

Blackwater State High School monitors student progress using the National Assessment Program – Literacy and Numeracy (NAPLAN). This is a standardised exam that is designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent; and administered and scored in a predetermined, standard manner. This monitoring tracks student progress to know where each student is in their learning and what needs to come next. It also supports appropriate differentiation of teaching and learning.

Assessment as learning

Through the use of focused observation, diagnostic assessment and discussion, teachers at Blackwater State High School are able to provide timely and ongoing feedback with clear expectations. This enables students to reflect on, and monitor their own progress and develop achievable learning goals. Diagnostic tools such as pre-testing and writing activities are regularly completed by teachers to check for understanding of skills and content taught, in units of work. Feedback from these findings is specific and individual to each student, focuses on the quality of the student response and how to improve, is directly relevant to the learning intention, is reflective of learning goals and encourages self-regulation. Teachers use assessment as learning to ensure students are ready of the assessment of learning phase.

Assessment of learning

Assessment of learning encompasses summative assessment. This is the final assessment piece given at the end of a unit or section of a unit being taught. It provides evidence for teachers to make reliable judgments of student achievement against the year level achievement standard. Blackwater State High School teachers use this achievement evidence for reporting to parents and students and for certification processes in senior schooling.



Planning for assessment

Blackwater State High School aligns with the latest version of the Australian Curriculum. The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level. The achievement standard describes the expected knowledge, understanding and skills for each year level, which must be covered during units throughout the duration of the year. Not all content descriptions are identified in the achievement standard, however are worked towards in different units throughout the year. Over a year, the assessment pieces collect evidence of all elements of the achievement standard for the year level and subject.

The Australian Curriculum General capabilities and Cross-curriculum priorities are not assessed separately. They are embedded in the learning area or subject's content descriptions and therefore, are embedded in assessment tasks. Planning for assessment occurs at the same time that curriculum plans are created at whole-school, year level and unit level.

Teachers at Blackwater State High School deconstruct unit assessment in their subject cohort before planning begins.

Blackwater State High School has adopted a standard approach to the presentation of assessment. All assessment from Year 7 through to Year 12 will look similar. The main purpose of this is to ensure consistency and enable the greatest level of understanding of tasks from all students [link to the assessment cover example](#).

Blackwater State High School uses the [whole-school curriculum plan](#) to provide an overview across all years and learning areas, including:

- the assessment (standardised, diagnostic, formative and summative)
- the amount and timing of assessment
- processes for achieving consistency of teacher judgment.

Assessment is used as the forefront of planning at Blackwater State High School. Teachers utilise the unit-level assessment to track the achievement standard and content descriptions with the assessment piece. As a subject cohort, teachers align the guide to making judgements with the assessment piece and determine what it is the students need to know and do to be successful.

On balance judgements

Assessment at Blackwater State School is accompanied by the C2C Guide to Making Judgement (GTMJ) that support teacher judgements about the quality of student responses, against particular elements of the achievement standard.

Teachers award the student response an overall grade by:

- Identifying the evidence for each assessable element
- Matching that evidence to a particular descriptor for each assessable element
- Considering each of these element judgements together to make an on-balance decision about the overall quality that best matches the student response

Consistency of teacher judgement at Blackwater State High School is ensured through consistent and collaborative interpretation of the assessment task, and an understanding of how the achievement standard is demonstrated in student work. Blackwater State High School ensures this occurs through:



- [Pre-moderation](#) of the assessment task during the planning phase, in which teachers align the assessment task with the GTMJ and use 'A' standard the exemplar as a guide
- [Post-moderation](#) of student assessment tasks with cohort teachers to compare results
- [Complying with QCAA](#) process for Years 11 and 12 to meet QCAA moderation and verification requirements

Leading up to a [reporting period](#), these judgements about individual assessment tasks inform the teacher to award an overall level of achievement in the learning area.

Assessment profiles

Blackwater State High School is required to collect evidence of student achievement through a range of assessment tasks. This collection of work is in the format of student profiles, which is a folder of collected work for every student, in every subject. The profile demonstrates patterns in student learning and levels of performance in relation to the achievement standard for each learning area. Student profiles are updated after marking and moderation of each assessment item, and stored within the profile and in the designated area of the school.

Years 7-10 assessment planning

For years 7-10, Blackwater State High School has adopted the Curriculum into the classroom (C2C) assessment and contextualised it to suit the needs of the school. The C2C materials include summative assessment that subject coordinators and leadership team members may adapt to meet the local contexts and particular student needs. Changes to any C2C assessment needs to be approved by the curriculum leader and will then require changes to the whole school curriculum, assessment and reporting plan. Following the whole school plan, a [year-level assessment plan](#) has been created to ensure the alignment between what is taught and what is assessed. Referring to the plan and utilising C2C ensures that all aspects of the achievement standards are assessed over the year. There is a range and balance of assessment types, and the amount and timing of the assessment is manageable for teachers and students.

Senior Schooling assessment planning

Blackwater State High School teachers plan for assessment to comply with the Queensland Curriculum and Assessment Authority (QCAA) processes in:

- Authority subjects (school-based work programs)
- Authority-Registered subjects (school based study plans)
- Vocational Education and Training certificate (training packages)

Special provisions

Blackwater State High School acknowledges that all students are entitled to show their knowledge, understanding and skills in response to assessments, and teachers support all to demonstrate the full extent and depth of their learning. Special provisions in the conditions of assessment reflect differentiation, or adjustments, made in teaching and learning.

Special provisions in assessment are made through the way the assessment is presented, how students respond and the physical conditions or time allocated for the task.



Special provisions in the conditions of assessment may include:

- presentation — changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response — allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed
- setting — changing location including the physical or social conditions in which the assessment is completed
- timing — allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

Who should be considered for special provision?

Any student who has a specific educational need may be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily from socio-economic or cultural factors
- for whom English is an Additional Language or Dialect (EAL/D)
- with short-term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

The Head of Special Education (HoSES) and Support Teacher for Literacy and Numeracy (STLaN) at Blackwater State School, assist teachers with these special provisions. [See BSHS Individual Curriculum Plans Policy.](#)

Special provisions in Years 11–12

Teachers comply with QCAA policies on special provisions in the conditions of assessment in Years 11 -12 as specified in:

- [*A-Z of Senior Moderation*](#)
- [*Policy on special provisions for school-based assessments in Authority and Authority-registered subjects*](#)
- [*Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects.*](#)



Frequently Asked Questions – Assessment

Who submits assessment pieces and by when?

The subject co-ordinator or person in charge of senior/elective subjects must be the only person to submit assessment pieces to the relevant HOD, each term, **by 9am, Friday of week 2**. If you are a senior subject teacher, you are the co-ordinator and must be the person to submit the assessment. The timeline for this, remains the same.

Who oversees the assessment pieces and organises photocopying?

To ensure our assessment pieces are quality assured and contain the correct and consistent information, it is important for these documents to be checked over by the relevant Head of Departments (HOD). The HOD will then verify that the assessment piece is ready to be photocopied and sign it off for you to pass it on to the ladies in the office. **Teachers are not to utilise** their photocopy budget or time to photocopy assessment. To ensure further consistency, the office staff are the only ones who photocopy assessment.

Who signs off on the assessment pieces?

The below Heads of Department monitor the submitted assessment via a spreadsheet, to cross-reference and ensure all assessment pieces have been submitted. Hardcopies of the assessment piece are to be given to the appropriate HOD:

- 7-9 - Junior Secondary HOD
- 10-12 - Senior Schooling HOD

What does each assessment need to have?

- Updated and correct cover sheet – this can be found under the Forms and Templates tab, on the school One Portal
- The cover sheet needs to have:
 - the relevant topic
 - item (senior) or unit (junior) number
 - type of assessment (i.e. Analytical Essay, Research Report etc)
 - a due date with the year, term, week and date
 - identify if it is an exam to be completed during exam block (senior)
 - conditions that are compliant with the work program (senior) or unit of work (junior)

What else needs to happen?

By 9am, Friday of week 2, subject co-ordinators (or elective/senior teachers) are to input their assessment dates in to the 'Unit Outline' template. The latest version of this document is uploaded on the school One Portal, under the Forms and Tabs template. This document is then saved in the appropriate folder, via the following link: <G:\Coredata\Teachers\Unit Outlines>.



Any teachers requesting an exam during the block exam week, must e-mail the HOD of Senior by **9am, Friday of week 2.**